

Tritlington School Pupil Premium Information

Pupil premium is additional to main school funding and is allocated to schools for children who have been registered for free school meals at any time in the last 6 years, those who have been looked after continuously for more than 6 months or whose parents are currently serving in the armed forces. After April 2014 in addition, it was allocated for children who have been looked after for one day or more, are adopted or leave care under a Special Guardianship or Residence Order. The aim of the funding is to help address the current inequalities which exist between these children and their peers by raising achievement and improving outcomes.

Since September 2012 we have been required to publish online information about how we have used the funding and the impact it has had on the attainment of our disadvantaged children.

Outcomes of expenditure in 2016-2017

The total amount we will receive in 2016-2017 as pupil premium grants in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) will be **£9820**

We will target the attainment of this group in the following ways and spend our allocation as described. Some of the interventions are pastoral and some academic.

It is important to note that, once again, the needs of all groups of identified pupils, including pupil premium, are included on the School Development Plan for this academic year and progress towards targets will be rigorously monitored and reported on the School Data Dashboard which is regularly shared with governors.

Amount	What we plan	Why we used the allocation in this way	The impact on our disadvantaged pupils
Summer 2016			
2hrs TA time per week x 13 weeks = £234	1:1maths interventions using Plus 1 – Times tables focus	To support the children in learning and remembering basic mathematical concepts.	Internal Results for July 2016: maths scores show this provision was good value for money with 66% of those

		Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).	children participating achieving expected progress or above in their maths scores. All the children made progress from starting points. The summer term group included PP children.
3 hrs TA time per week x 13 weeks = £351	First class intervention used by small groups	To support the children in learning and remembering basic mathematical concepts. Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).	Internal Results for July 2016: maths scores show this provision was good value for money with 75% of those children participating achieving expected progress or above in their maths scores. All the children made progress from starting points. The group included PP children
4 hrs TA time per week x 13 weeks = £468 (ie £234 per class)	Intensive use of Read write inc for 2 groups in both classes	To develop phonetic knowledge and ability to read both real and nonsense words Phonics interventions have a moderate impact for relatively low cost, once resources purchased based on very extensive evidence (Source EEF Toolkit).	Internal Results for July 2016: reading scores show this provision was good value for money with 100% of those children participating achieving expected progress or above in their reading. The group included PP children. As a result, this is now to be introduced as a scheme of work in EYFS over 2016- 2017.
2 hrs TA time per week x 13 weeks = £234	Intensive use of Speed up/ Write for Action for a group	To develop coordination skills and improve handwriting. Participating children have specific targets Literacy interventions have a moderate impact for very low cost, based on very	Internal Results for July 2016: writing scores show this provision was value for money with all children making progress from their starting points however, handwriting co-ordination continues to be an issue to be addressed in 2016-

		extensive evidence (Source EEF Toolkit).	2017
£260	Supporting school visits and outings including : Whole School visits to Wooler Show and Durham Botanical Gardens Year 4 also have Brinkburn (includes yr3), The Cathedral and Middle School Olympics.	Trips support and enrich our curriculum and broaden the life experiences for our children. These interventions almost always improve emotional or attitudinal outcomes. Moderate impact for moderate cost (Source EEF toolkit).	All the PP children took part in the trips offered. The impact has been in terms of social confidence when going to new places and meeting new experiences to broaden their vocabulary in writing and their general knowledge in a creative and inspiring way.
£56 attendance fees	Subsidise attendance at after School Clubs – during the summer term 5/6 of the pupil premium attend some/all of the After school clubs on offer	After School Clubs offer children an opportunity to increase their self-esteem, confidence and have higher expectations of themselves. It is an opportunity to develop social skills and relationships with other adults and peer groups. Evidence suggests that after school provision will have a moderate impact for moderate cost (Source EEF toolkit).	The majority of PP children took part in the after school clubs offered:. 5/6 of the PP children took part in one or more of the clubs. The children have participated in Sports festivals as a result with increased confidence. 3/5 have increased their understanding of the need for team work, cooperation and compromise when playing games, 2 children at times, still need support with this.
£130	Early years Literacy resources for child-led language games small world play and role play	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Early literacy approaches evaluated to date led to an average impact of four additional months' progress. Source EEF toolkit	The impact of this use of Pupil Premium was visible and observable in the attitudes and behaviours of the nursery children. They have participated in a range of language activities, as part of peer groups and on their own

£80	Early years maths resources for child-led activities; to support counting and calculation	The most effective early numeracy approaches include small group work and balance guided interaction, with direct teaching and child-led activities. Early numeracy approaches have been found to have a positive impact on learning equivalent to approximately five additional months' progress in early mathematics outcomes. (Source EEF toolkit)	The impact of this use of Pupil Premium was visible and observable in the attitudes and behaviours of the nursery children. They have participated in a range of problem solving and challenging activities, as part of peer groups and on their own
£150	Early years Outdoor play resources for construction and den making	The evidence for play-based learning indicates a moderate impact, and shows a positive relationship between play and early learning outcomes. (Source EEF toolkit)	The impact of this use of Pupil Premium was visible and observable in the attitudes and behaviours of the children. They have participated in a range of problem solving and challenging activities, as part of peer groups and on their own.
Total= £1963			
AUTUMN 2016			
3 hrs TA time per week x 13 weeks = £351	First class intervention used by small groups	To support the children in learning and remembering basic mathematical concepts. Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).	Following the school changes in population for September 2016, and the mathematical baselines of the Pupil premium children, this intervention was not used

<p>2hrs TA time per week x 14 weeks = £252</p>	<p>Targeted support in Literacy through interventions groups</p>	<p>To raise the profile of literacy and encourage children to read for enjoyment as children develop connections between whole words and specific actions To apply these skills throughout their reading and writing activities, and to English assessments with confidence in order for these children to achieve the age related expectations. Evidence has shown this has a moderate impact for low cost (Source EEF Toolkit).</p>	<p>Writing results for the autumn term, all children are working against their new year objectives:50% are working within Age Related Expectations, 50% are working towards this. All have made progress from September, with 50% making 2 internal bands of progress and 50% making 1 band</p>
<p>£300</p>	<p>Purchase of Read Write Inc materials for Early years to develop early reading skills and practise phonological development. These resources will be shared with home to encourage The Complete Learning Journey between home and school</p>	<p>To develop phonetic knowledge and ability to read both real and nonsense words Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit).</p>	<p>Reading results The EYFS scores show children working between 30-50 S and 40-60 S in all areas at the end of the autumn term. All children have made progress against their September starting points</p>
<p>£250</p>	<p>To borrow up to date library books via the Schools Library service in order to develop higher order reading skills through topic based reading materials</p>	<p>To raise the profile of reading among our more able reading Pupil Premium children, as well as providing varied reading material for our younger readers. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. (Source EEF toolkit)</p>	<p>Reading results 100% are working within ARE. All have made progress from September, with 50% making 2 internal bands of progress and 50% making 1 band</p>

£250	Subsidise trips and visitors into school to broaden the curriculum: the trip to Morwick Farm, Residential and the Pantomime visit	Outdoor and off-site trips benefit all children across the school but developing independence in a transition year through a residential visit is a significant priority. Adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as increased self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. Evidence suggests a moderate impact for moderate cost (Source EEF toolkit).	Impact on confidence –50% of the children have developed the confidence to complete their own research out of interest in the topic and work on this at home. 75% have tackled new ideas and new activities with confidence. 25% has approached new activities through observation not always tackling it.
£1400 for the year	To pay for musical instrument lessons through the County music SLA	Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Greater effects have been identified for younger learners. (Source EEF toolkit).	Impact on Performance and participation 100% of PP children have participated 100% of the PP children had the confidence to sing/dance in the musical So far this year, 50% of the PP children who participate have received certificates for achievement in music
TA time for training and 1:1 buddies interviews, and follow up support 1hr x 10 sessions = £90	Targeted support using Social and Emotional interventions: Buddy Training	To use interventions to develop the children's awareness of safety, promote emotional wellbeing and consolidate their social skills. This opportunity will raise the children's ability to communicate, work as a team and look out for each other; taking responsibility for the care and safety of all on our site.	Buddies – 75% of the PP have volunteered to be buddies following the interviews and are on the rota. This will be reviewed in the Spring Term and continued..

		Moderate impact for very low cost (Source EEF Toolkit).	
£50	Targeted interventions to develop communication skills The Christmas Musical and performance	To develop communication skills and the ability to cooperate and persevere with challenging tasks. Evidence suggests a moderate impact for moderate cost (Source EEF Toolkit).	Impact on Performance and participation 100% of the PP children had the confidence to sing/dance/recite in the musical 2 parents of PP children expressed their pride in their child taking up such a role, one PP child commented on how many compliments she had received from other parents; another child was able to ad-lib and manage interruptions from Early years children who could have prevented their performance
£500	Targeted interventions to develop physical and coordination skills in our outdoor learning area	Outdoor experiences benefit all children across the school On average, young pupils who participate in outdoor and adventure learning interventions appear to make approximately three additional months' progress. Evidence suggests a moderate impact for moderate cost (Source EEF toolkit).	The impact of this use of Pupil Premium was visible and observable in the attitudes and behaviours of the children. They have participated in a range of problem solving and challenging activities, as part of peer groups and on their own. All children in Reception are working between 30-50 S and 40-60 S in all areas) except number which has one child working at 30-50D) at the end of the autumn term. All children have made progress against their September starting points
HLTA time cover £300 twice per term	Feedback opportunity – Class teachers will meet the	Studies show this has a very positive impact on learning (Source EEF toolkit).	Children have had the opportunity to discuss and review targets – September

	children 1:1 and provide feedback in order to agree realistic next steps		and November 2016; for the Pupil premium children this has enabled them to know and understand their targets – and to be treated respectfully when doing so.
Total spend: £5355			
SPRING			
£500	Targeted support in literacy through age appropriate resources linked to reading: phonics and SPAG	To promote self-esteem and confidence by reducing the learning gap between peers in maths. For these children to reach age related expectations or above by the end of their academic year so as to increase life chances. Evidence has shown this has a moderate impact for low cost (Source EEF Toolkit).	Reading scores By the end of the spring term, 75% are reaching ARE (age related expectations); the child who has not is accessing an intervention 1:1 Catch up
TA time £500	Targeted support in Literacy through interventions groups	To raise the profile of literacy and encourage children to read for enjoyment as children develop connections between whole words and specific actions To apply these skills throughout their reading and writing activities, and to English assessments with confidence in order for these children to achieve the age related expectations. Evidence has shown this has a moderate impact for low cost (Source EEF Toolkit).	Writing scores By the end of the spring term, 75% are reaching ARE (age related expectations); the child who has not is accessing an intervention 1:1: Write for Action a coordination programme for letter formation
£500	Purchase of Read Write Inc	To develop phonetic knowledge and	100% of PP children participate in stage

	materials for Early years to develop early reading skills and practise phonological development. These resources will be shared with home to encourage The Complete Learning Journey between home and school	ability to read both real and nonsense words Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit).	not age groups using the RWI materials. Reading scores in RWI By the end of the spring term, 75% are reaching ARE (age related expectations); the child who has not is accessing an intervention 1:1 Catch up
£250	To borrow up to date library books via the Schools Library service in order to develop higher order reading skills through topic based reading materials	To raise the profile of reading among our more able reading Pupil Premium children, as well as providing varied reading material for our younger readers. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. (Source EEF toolkit)	Reading scores By the end of the spring term, 75% are reaching ARE (age related expectations); the child who has not is accessing an intervention 1:1 Catch up
£100	Subsidise trips and visitors into school to broaden the curriculum	Outdoor and off-site trips benefit all children across the school but developing independence in a transition year through a residential visit is a significant priority. Adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as increased self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. Evidence suggests a	Trip completed to the Theatre To the 3 Spring term Sports Partnership festivals: tennis, golf, multi skills. All the PP children have participated and 75% of them have participated willingly in all. 25% (one child) has fond taking part a challenge but has observed the off0-site activities.

		moderate impact for moderate cost (Source EEF toolkit).	
TA time £900	Targeted support using Social and Emotional interventions	To use interventions to develop the children's awareness of safety, promote emotional wellbeing and consolidate their social skills. This opportunity will raise the children's ability to communicate, work as a team and look out for each other; taking responsibility for the care and safety of all on our site. Moderate impact for very low cost (Source EEF Toolkit).	Impact on confidence –75% of the children have developed the confidence to complete their own research out of interest in the topic and work on this at home. 75% have tackled new ideas and new activities with confidence. 25% has approached new activities through observation not always tackling it.
£500	Targeted interventions to develop communication skills	To develop communication skills and the ability to cooperate and persevere with challenging tasks. Evidence suggests a moderate impact for moderate cost (Source EEF Toolkit).	EYFS scores Communication scores: ARE and Above = 8/14, Intervention – differentiated RWI put in place from February 2017
£700	Targeted interventions to develop physical and coordination skills in our outdoor learning area	Outdoor experiences benefit all children across the school On average, young pupils who participate in outdoor and adventure learning interventions appear to make approximately three additional months' progress. Evidence suggests a moderate impact for moderate cost (Source EEF toolkit).	EYFS scores Physical development scores: ARE and Above = 10/14 Interventions put in place: finger gym, objective led planning focused on coordination,
HLTA time cover £500	Feedback opportunity –	Studies show this has a very positive	Children have had the opportunity to

	Class teachers will meet the children 1:1 and provide feedback in order to agree realistic next steps	impact on learning (Source EEF toolkit).	discuss and review targets – January and February 2017; for the Pupil premium children this has enabled them to know and understand their targets – and to be treated respectfully when doing so.
TOTAL £9449			
TOTAL SPEND: carry forward into Summer 17	Impact Summary Autumn/Spring Term 16/17 In Spring 2016, we had 7 children eligible for Pupil premium funds. Due to transitions and house moves, by January 2017 we had 4 children who complete the financial year. Maths 100% made progress from their individual starting points in September. In April 75% are at ARE In April 100% are at ARE or above (25% are above) Reading 100% made progress from their individual starting points in September. In April 75% are at ARE or above Writing 100% made progress from their individual starting points in September. In April 75% are at ARE or above		